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ABSTRACT

Oregon's common curriculum goals for music education, an area of study that addresses the components of valuing music, developing music literacy, performing music, and creating music are presented. An overall goal for each one of these four strands is established, and then the content specific knowledge and skills that students should possess by the time they complete a particular grade level are enumerated. A fifth component addresses those essential learning skills, deemed necessary to a student's success in learning about music, that were not specifically addressed in the previous four strands. The curriculum goals outlined in this document are for elementary school students. (DB)

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# MUSIC

# Common Curriculum Goals

**Spring 1990**

**Oregon Department of Education**
**700 Pringle Parkway SE**
**Salem, OR 97310-0290**

**John W. Erickson**
**State Superintendent of Public Instruction**

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*Oregon Schools—A Tradition of Excellence*

SO 030 234

## FOREWORD

In June 1984 the State Board of Education adopted the Oregon Action Plan for Excellence which established the direction for school improvement in the state over the next decade. The Action Plan drew upon the insights of teachers, administrators, school board members and community and business leaders.

A central concept of the Action Plan is that, while the state will determine WHAT must be taught in public schools, the schools will determine HOW it will be taught. This document is intended to provide the essential information that local districts need to merge state curriculum expectations with their own local determinations for Music Education.

All who have joined in the spirit of the Action Plan for Excellence have shared a commitment to high-quality performance. We are continuing to learn about how to provide children with the very best in public education, and we welcome your comments and questions. For further information about this guide, contact the specialist for Music Education, 378-3602.

John W. Erickson
State Superintendent
of Public Instruction

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# INTRODUCTION

## THE OREGON ACTION PLAN FOR EXCELLENCE

The Action Plan identified seven areas of improvement, one of which called for a statewide definition of what students should learn:

> The Oregon Department of Education, working with local school districts and higher education institutions, shall define the required ***common curriculum goals*** for elementary and secondary schools in terms of the learning skills and knowledge students are expected to possess as a result of their schooling experience.
>
> Local school districts, with assistance from the Oregon Department of Education, shall be responsibie for organizing the curriculum and delivering instruction to achieve the ***common curriculum goals***.

**Common Curriculum Goals**

The first step in defining the Common Curriculum Goals was to develop the ***Essential Learning Skills*** — skills for all learners. The second step was to develop Common Knowledge and Skills in music. The ***Essential Learning Skills*** then, plus the Music Common Knowledge and Skills, equal the Music Common Curriculum Goals.

**A. Essential Learning Skills**

The ***Essential Learning Skills*** are considered basic to all students' learning, and all teachers are expected to provide instruction in these skills. Only to the degree that students develop these skills and form the habit of using them can instruction in subject matter areas be successful. The skills are not specific to any one discipline but provide a link across all disciplines. Furthermore, the skills do not develop in isolation from content; they are strengthened through practice and use in all subject areas.

**B. Common Knowledge and Skills**

Looking beyond the ***Essential Learning Skills***, this document defines more fully what are considered to be the essentials in a strong Music Education program. Each district will want to extend and elaborate upon this base in order to create its own unique, comprehensive Music Education curriculum. Students should have the opportunity to demonstrate their achievement in a variety of ways. Equal opportunity to learn and the special needs of students are primary considerations in determining acceptable performance levels.

**State Standards**

The Common Curriculum Goals as presented in this document receive their authority from the Oregon State Standards for Public Schools, OAR 581-22-420 and 581-22-425. These rules were amended by the State Board of Education in January 1986.

## PHILOSOPHY/RATIONALE UNDERLYING THIS CURRICULUM

Music is one of the eight required subjects in Oregon elementary schools. As such, the study of music holds a place as a basic element in the education of youth. This document specifies the Common Curriculum Goals essential to the music curriculum.

Music education includes educational concepts that span the total curriculum. That is because music is an exact science based on acoustics and mathematical subdivisions of time, it employs a unique language and set of symbols, it requires physical coordination and manual dexterity, and it allows the student to create and express feeling and emotion. "Music education, far from being a disposable frill, could become a model for other facets of education. Good music instruction . . . tends to draw appropriately on the neurological readiness levels of children." ("The Brain's Timetable for Developing Musical Skills," Dr. Dee Joy Coulter. ***Orff Echo***, Vol. 14, No. 3, Spring 1982, p.1.)

Virtually all recent educational reports validate and advocate the inclusion of music and the arts in the school curriculum. The study of music must not be considered "optional" or an "extra," but rather a central part of every school curriculum. "Virtually every individual or group that has made a major contribution to Western Educational thought since Plato has included the arts among the basics. The Council of Basic Education, which many consider the nation's most respected and eloquent voice for the basics, unequivocally places the arts among the highest-priority subject matter fields. The consensus is clear: 'Music is basic.'" (***The School Music Program*** . . . pp. 12-13.)

The following is a summarization of some of the major reasons that music is included in the school curriculum. (***The School Music Program: Description and Standards***, Reston, Virginia: Music Educators National Conference, 1986, p. 12)

a. Music is worth knowing as a unique field of study with its own body of knowledge, skills, and aesthetic nuances.

b. Music is a unique means of transmitting our cultural heritage to succeeding generations.

c. Musical experience gives students the opportunity to explore their potential.

d. Through music, students are provided an outlet for creativity and self-expression.

e. Through music, students can come to a better understanding of the nature of mankind, as well as the diversities and similarities among cultures.

f. Music is an area where some students who have difficulty with other aspects of the curriculum may experience success.

g. Music has its own powerful and profound language and symbol system.

h. Music is one of the few subjective disciplines in the school curriculum.

i. Music enhances the quality of life.

Additionally:

j. Music promotes the development of focused listening skills.

k. Music is an extension and integration of learning in other disciplines (i.e., cultural studies, mathematics, physical movement).

l. Music requires and rewards cooperative involvement.

m. Music is enduring in its application to life-long learning and appreciation.

## MUSIC EDUCATION IN OREGON

The fundamental goal of Oregon music educators is to educate students to be musically literate and to be appreciative of the beauty of music.

Students who are musically literate can read, write and interpret music notation; and can perform, create and listen with insight. They value music as a field of study with its own special body of knowledge, skills and aesthetic nuances.

Students who are sensitive to beauty develop a personal "taste" for music by exposure to a variety of styles and types of music literature. Through guided experiences in listening, creating and performing music, students become aware of rhythm, pitch and timbre. This awareness leads students to the higher-level skills needed to discriminate and value such things as balance, symmetry and artistry.

## MUSIC EDUCATION AND THE ESSENTIAL LEARNING SKILLS

This curriculum was created and refined by many collaborators in response to the Oregon Action Plan for Excellence, and is intended as a tool for total school improvement. It incorporates the common cross-curricular skills basic to all students' learning that are outlined in the ***Essential Learning Skills*** document. The specific music skills are in agreement with goals set forth on the national level by such organizations as the Music Educators National Conference and may be taught using any of the current approaches to music teaching such as Kodaly, Orff-Schulwerk, and Education Through Music (ETM).

There are many similarities between teaching sounds in music and teaching sounds in phonetic reading. Both demand attention, discipline and the need to follow directions. Both teach listening with discrimination as well as experiencing and experimenting with sounds. The music teacher, like other classroom teachers, works with names, colors, rhymes, alliterations, left to right, up and down, short and long, accents, eye/hand/body coordination, and sequencing. Additionally, the music teacher presents new vocabulary words and guides children through many listening experiences that teach sensitivity to sounds.

Music teachers reinforce mathematical concepts through counting songs, finger play, rhymes and singing games. Geometric shapes such as round, square, rectangle and triangle are also shapes of instruments or are used in music notation. Units of measure are emphasized in movement activities, and songs reinforce days of the week and months of the year. Eventually children feel meter in beat groupings of two's and three's, and the study and application of meter, beat, and divisions of the beat relate directly to mathematics.

Not only does the music teacher teach music but also assists students with the state's designated Essential Learning Skills of reading, mathematics, speaking and listening. Perhaps of even greater significance is music's involvement in the areas of critical thinking and study skills. Through music instruction, students refine their senses, learn to move while listening and singing; learn to recreate music by simultaneously reading music symbols and watching the conductor. They learn to relate, interpret, select and notate sounds. All require concentration and discipline.

# COMMON CURRICULUM GOALS FOR MUSIC

## DOCUMENT ORGANIZATION

The Common Curriculum Goals for Music Education have been organized into five content strands. These strands were identified and written by music educators from throughout the state and are also based on curriculum recommendations at the national level.

The strands and goals are:

**1.0 VALUING MUSIC: Students will develop an appreciative sense of music's personal, cultural and societal value.**

- 1.1 Demonstrate an open-minded attitude toward listening to and performing many types of music.
- 1.2 Demonstrate a sense of accomplishment in and a commitment to high quality performance.
- 1.3 Understand the diversity and influence of music careers, music avocations, and music consumer products in our society.
- 1.4 Recognize the use of music as an avenue of communication leading to a better understanding of cultures, people, and nations.

**2.0 DEVELOPING MUSIC LITERACY: Students will develop music literacy.**

- 2.1 Identify pitch, register, melodic intervals, major and minor mode, meter and tempo, form, timbre, and style.
- 2.2 Read and notate music.
- 2.3 Develop the ability to describe music with increasingly precise musical terminology.
- 2.4 Develop an understanding of the expressive qualities of music.
- 2.5 Develop a cultural and historical perspective of music.

**3.0 PERFORMING MUSIC: Students will develop the ability to perform music.**

- 3.1 Develop the ability to sing and/or play an instrument with appropriate tone, rhythm, technique, and maintain awareness of intonation, musical feeling, and balance in the ensemble.
- 3.2 Perform a variety of musical works alone or in an ensemble, either by rote/memory or reading notation.

**4.0 CREATING MUSIC: Students will develop the ability to create music.**

- 4.1 Develop the ability to improvise and/or compose music as a vehicle for understanding music.
- 4.2 Manipulate the elements of music — rhythm, melody, harmony, form, timbre, tempo, and dynamics — for expressive purposes.

**5.0 STUDYING ESSENTIAL LEARNING SKILLS (ELS): Students will learn selected ELSs through music.**

- 5.1 Recognize words commonly used in grade-level materials, including subject areas. (ELS 1.1)
- 5.2 Speak with standard pronunciation, appropriate volume, rate, gestures and inflections. (ELS 1.3)
- 5.3 Recognize and use geometric patterns, relationships and principles to describe and classify (ELS 1.5)
- 5.4 Identify main ideas, supporting details, and facts and opinions presented in written, oral and visual formats. (ELS 2.1)
- 5.5 Use oral communication to give or receive information and directions. (ELS 2.3)
- 5.6 Comprehend implied meanings of written, oral and visual communications. (ELS 3.1)

5.7 Distinguish and interpret sounds of nature, language, music and environment. (ELS 4.3)
5.8 Listen, read, view and evaluate presentations of mass media. (ELS 4.4)
5.9 Organize ideas in understandable format (prewriting and planning). (ELS 5.2)
5.10 Select and use language, gestures and symbols appropriate to audience, purpose, topic and setting when making oral presentations (planning and drafting). (ELS 5.5)



5.11 Recognize, construct and draw inferences concerning relationships among things and ideas. (ELS 6.1)
5.12 Identify problems and approach their solution in an organized manner. (ELS 6.3)
5.13 Make reasoned evaluations. (ELS 6.4)
5.14 Clarify purposes of assignment. (ELS 7.1)
5.15 Select and use appropriate study techniques. (ELS 7.3)

Each strand incorporates ***Essential Learning Skills*** that can be applied to music learning and the traditional common knowledge and skills in music. The grade-level expectations are indicated in this music document for grades 3, 5, and 6. The forthcoming music comprehensive curriculum document will add to this grade-level expectations for grades K, 1, 2, and 4.

Each strand focuses on one broad goal, which is broken down into goals and grade-level expectations. The supporting ***Essential Learning Skills*** are identified by citing their original identification number (i.e., ELS 6.4) with skills at each grade level identified by lower case letters (a, b).

The horizontal lines separate each group of music goals, skills and supporting **Essential Learning Skills**.

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## ILLUSTRATION OF THE COMMON CURRICULUM GOALS FORMAT

### 2.0 DEVELOPING MUSIC LITERACY: Students will develop music literacy.

- *Strand 2 of the 5 strands (organizers) in this music document.*
- *Music Common Curriculum Goal*
- *Grade-level expectations (grades 3, 5 and 6) for the music goal on the left.*

| | Grade 3 | Grade 5 | Grade 6 |
|---|---|---|---|
| 2.4 DEVELOP AN UNDERSTANDING OF THE EXPRESSIVE QUALITIES OF MUSIC | [A]Recognize and understand the expressive qualities of music including mood and message | [A]Recognize and understand the expressive qualities of music including mood and message | [A]Recognize and understand the expressive qualities of music including mood and message |

- *ELS* grade-level expectations copied verbatim with reference numbers, the original 1986 document.*

| | | |
|---|---|---|
| [I]Interpret communication through body language, gestures, tone, inflection, volume **(e.g., identify the appropriate use of loud or soft dynamic levels in a song)** [ELS 3.1g] | [I]Recognize subtleties in communication through body language, gestures, tone, inflection, volume **(e.g., use various vocal inflections to create changes in the mood of a song)** [ELS 3.1g] | [I]Recognize subtleties in communication through body language, gestures, tone, inflection, volume **(e.g., interpret conducting gestures which indicate expressive change)** [ELS 3.1g] |

- *Example of how this ELS and the grade-level expectations could be used in the music class.*

* The ELS statements are not directed specifically to music but were designed so as to apply to all subject areas.

# GLOSSARY

A few words have been printed in this glossary to aid the person who is not familiar with special music terms.

***Body Percussion*** — percussive sounds performed by/on the body (e.g., clapping, patting [patschen], snapping or stamping)

***Crescendo*** — to gradually grow louder

***Diatonic*** — relating to a musical scale (e.g., D E F# G A B C# D)

***Dynamics*** — degrees of volume in a composition
- ***Piano*** — soft
- ***Forte*** — loud

***Form*** — the aspect of music having to do with the structure and design of a composition

***Harmony*** — the simultaneous sounding of tones

***Intervals*** — the distance between 2 pitches (e.g., an octave is the distance between the 1st and 8th tone of a scale; a 3rd is the distance between the 1st and 3rd tone of a scale)

***Intonation*** — singing or playing in tune

***Melody*** — a sequence of pitches that have rhythmic organization

***Meter*** — basic scheme of note values and accents as indicated by the time signature at the beginning of a piece:
- ***Duple meter*** — moves in twos (e.g., a march)
- ***Triple meter*** — moves in threes (e.g., a waltz)

***Mode*** — scale formation (e.g., major or minor)

***Moveable "do"*** — "do" is "pitch number 1" (the home tone) in a diatonic scale. When this tone is moved to a different line or space, "do" (the home tone) and its scale is moved intact.

***Notation*** — a system of visual symbols used in writing music to indicate pitch and duration

***Pentatonic*** — relating to a five-tone scale (e.g., D E F# A B)

***Pitch*** — the location of a musical sound

***Registers*** — the different ranges (e.g., high, middle and low)

***Rhythm*** — the organization of musical tones with regard to their duration (length)

***Rote*** — to learn by ear and/or repetition as opposed to reading music

***Sound source*** — producer of sound (e.g., voice, instrument, electronic)

***Stick Notation*** — rhythmic notation using note stems without head. Usually limited to quarter and eighth notes

***Tempo*** — speed of music

***Texture*** — the density or thickness of sound

***Timbre*** — tone quality or tone color

***Tone*** — a sound with a definite pitch

## 1.0 VALUING MUSIC: Students will develop an appreciative sense of music's personal, cultural and societal value.

| KNOWLEDGE/SKILLS | GRADE 3 | GRADE 5 | GRADE 6 |
|---|---|---|---|
| **The student will demonstrate the ability to:** | | | |
| 1.1 DEMONSTRATE AN OPEN-MINDED ATTITUDE TOWARD LISTENING TO AND PERFORMING MANY TYPES OF MUSIC* | A**Respond appropriately to an ever-widening exposure to many types of music used for performance, movement activities or listening (such as folk, jazz, pop/rock, "classical" and music of other cultures)** | A**Respond appropriately to an ever-widening exposure to many types of music used for performance, movement activities or listening (including folk, jazz, pop/rock, "classical" and music of other cultures)** | A**Respond appropriately to an ever-widening exposure to many types of music used for performance, movement activities or listening (including folk, jazz, pop/rock, "classical" and music of other cultures)** |
| | 1Identify simple fallacies **(e.g., fast music is good, slow music is not)** [ELS 6.4a]** | 1Identify common fallacies **(e.g., that all opera is sung in a language other than English or music in a minor key always means sad)** [ELS 6.4a] | 1Identify common fallacies **(e.g., that the only interesting and popular music is "rock" music)** [ELS 6.4a] |
| | 2List general criteria for assessing the worth of a performance or a work of art **(e.g., teacher and students list qualities of a good performance such as word clarity or manners)** [ELS 6.4e] | 2Identify personal criteria for assessing the worth of a performance or work of art **(e.g., students list qualities of a good performance such as word clarity, manners, quality of sound or stage deportment)** [ELS 6.4e] | 2Identify personal criteria for assessing the worth of a performance or work of art **(e.g., students list qualities of a good performance such as word clarity, manners, quality of sound, stage deportment, or precision)** [ELS 6.4e] |
| | B**Perform and listen to music attentively** | B**Develop the skills to be an active performer and informed listener when attending music events** | B**Develop the skills to be an active performer and informed listener when attending musical events** |
| | 1Distinguish among natural and created sounds **(e.g., vocal timbre and selected instruments)** [ELS 4.3a] | 1Distinguish subtleties among sounds **(e.g., instrumentation, tempo, dynamics, and vocal timbre)** [ELS 4.3a] | 1Distinguish subtleties among sounds **(e.g., instrumentation, tempo, dynamics, vocal timbre, and mood)** [ELS 4.3a] |
| | 2Recognize sounds with messages **(e.g., the character of a chant or work song)** [ELS 4.3b] | 2Recognize sounds with messages **(e.g., program music, television themes or a motif in classical music)** [ELS 4.3b] | 2Recognize sounds with messages **(e.g., program music, television themes, or a motif in classical music)** [ELS 4.3b] |
| | 3Recognize use of mass media techniques **(e.g., become aware of music that parallels mood or action in film or radio)** [ELS 4.4a] | 3Recognize use of mass media techniques **(e.g., become aware of the variety of musical styles such as classical or folk used in television and movies to reflect mood, action or setting)** [ELS 4.4a] | 3Recognize use of mass media techniques **(e.g., become aware of the variety of musical styles such as classical or folk used in television and movies to reflect mood, action or setting)** [ELS 4.4a] |

* The goals and grade level expectancies for music are printed in bold type to distinguish them from the **Essential Learning Skills**.

** Learning outcomes drawn from the ODE **Essential Learning Skills** document are cross-referenced by citing their original identifying number in brackets.

## 1.0 VALUING MUSIC: Students will develop an appreciative sense of music's personal, cultural and societal value (continued).

| KNOWLEDGE/SKILLS | GRADE 3 | GRADE 5 | GRADE 6 |
|---|---|---|---|
| **The student will demonstrate the ability to:** | | | |
| 1.2 DEMONSTRATE A SENSE OF ACCOMPLISHMENT IN AND A COMMITMENT TO HIGH QUALITY PERFORMANCE | A Listen to, observe and distinguish between varying qualities of performances | A Listen to, observe and distinguish between varying qualities of performances | A Listen to, observe and distinguish between varying qualities of performances |
| | 1 Share ideas and information orally with others (e.g., discuss the student's own performance) [ELS 2.3d] | 1 Share ideas and information orally with others (e.g., discuss ways to improve a student's performance) [ELS 2.3d] | 1 Share ideas and information orally with others (e.g., assess the success of a group's performance of a student composition and discuss possible refinements for improvement) [ELS 2.3d] |
| | 2 List general criteria for assessing the worth of a performance or work of art (e.g., discuss teacher's question: "In our performance, what things did we do or not do that we had decided were important?") [ELS 6.4e] | 2 Identify personal criteria for assessing the worth of a performance or work of art (e.g., discuss teacher's question: "What elements of our performance were strongest?. . . need more attention?") [ELS 6.4e] | 2 Identify personal criteria for assessing the worth of a performance or work of art (e.g., discuss teacher's question: "What is needed for a performance of good quality other than correct notes and rhythm?") [ELS 6.4e] |
| | B Participate in a variety of prepared performances (e.g., in class or for others) | B Participate in a variety of prepared performances (e.g., in class and for others) | B Participate in a variety of prepared performances (e.g., in class and for others) |
| | 1 Produce correct basic speech sounds (e.g., sing lyrics clearly and correctly) [ELS 1.3a] | 1 Produce correct basic speech sounds (e.g., vowel, consonant and blending sounds in songs) [ELS 1.3a] | 1 Produce correct basic speech sounds (e.g., vowel, consonant and blending sounds in songs) [ELS 1.3a] |
| | 2 Select words and gestures which express ideas and concepts effectively (e.g., holiday songs; songs and appropriate movement, gestures or sign language) [ELS 5.5b] | 2 Select words and gestures which express ideas and concepts effectively (e.g., holiday songs; songs and appropriate movement, gestures or sign language) [ELS 5.5b] | 2 Select words and gestures which express ideas and concepts effectively (e.g., holiday songs; songs and appropriate movement, gestures or sign language) [ELS 5.5b] |

## 1.0 VALUING MUSIC: Students will develop an appreciative sense of music's personal, cultural and societal value (continued).

| *KNOWLEDGE/SKILLS* | *GRADE 3* | *GRADE 5* | *GRADE 6* |
|---|---|---|---|
| **The student will demonstrate the ability to:** | | | |
| | [1]Engage in cooperative problem solving and compare alternative solution strategies (e.g., teacher and class together select appropriate tempo [or accompaniment instruments] for songs) [ELS 6.3f] | [2]Engage in cooperative problem solving and compare alternative solution strategies (e.g., plan a piece together that contains a variety of instrument textures from thick to thin) [ELS 6.3f] | [3]Engage in cooperative problem solving and compare alternative solution strategies (e.g., student groups map a melody that can be followed by other class members) [ELS 6.3f] |
| | | [4]Follow a study plan including: goal setting, time management, appropriate study environment, processing of information (e.g., create a musical composition for percussion instruments for class performance) [ELS 7.3a] | [4]Follow a study plan including: goal setting, time management, appropriate study environment, processing of information (e.g., prepare a student-directed small ensemble presentation in the classroom) [ELS 7.3a] |
| 1.3 UNDERSTAND THE DIVERSITY AND INFLUENCE OF MUSIC CAREERS, MUSIC AVOCATIONS, AND MUSIC CONSUMER PRODUCTS IN OUR SOCIETY | | [A]Become aware of and knowledgeable about the variety of music careers in our society | [A]Become aware of and knowledgeable about the variety and influence of music careers in our society |
| | | [1]Locate facts in grade-level selections (e.g., in a study unit about the several careers that are part of the recording industry) [ELS 2.1a] | [1]Locate facts in grade-level selections (e.g., in a study unit about careers in music) [ELS 2.1a] |
| | | [2]Relate new information to previous knowledge (e.g., learn how music skills relate to music careers) [ELS 3.1a] | [2]Relate new information to previous knowledge (e.g., learn how music skills relate to music careers) [ELS 3.1a] |
| | [B]Become aware of and knowledgeable about the avocational and leisure uses of music in our society | [B]Become aware of and knowledgeable about the avocational and leisure uses of music in our society | [B]Become aware of and knowledgeable about the avocational and leisure uses of music in our society |

## 1.0 VALUING MUSIC: Students will develop an appreciative sense of music's personal, cultural and societal value (continued).

| KNOWLEDGE/SKILLS | GRADE 3 | GRADE 5 | GRADE 6 |
|---|---|---|---|
| **The student will demonstrate the ability to:** | | | |
| | [1]Recognize use of mass media techniques (e.g., music in commercials or on TV or radio) [ELS 4.4a] | [1]Recognize use of mass media techniques (e.g., music on TV or radio, music for exercise routines, music for relaxation, and music in commercials) [ELS 4.4a] | [1]Recognize use of mass media techniques (e.g., music on TV or radio, music for exercise routines, music for relaxation, and music in commercials) [ELS 4.4a] |
| | [C]Become aware of the musical products in our society | [C]Become aware of the musical products in our society | [C]Become aware of the musical products in our society |
| | [1]Identify general characteristics of objects which make them similar or different from another (e.g., instrument families of the orchestra) [ELS 6.1a] | [1]Classify things according to specific characteristics (e.g., acoustic, electronic, computer music) [ELS 6.1a] | [1]Classify things according to specific characteristics (e.g., acoustic and electronic, instruments and computer and synthesizer music) [ELS 6.1a] |
| 1.4 RECOGNIZE THE USE OF MUSIC AS AN AVENUE OF COMMUNICATION LEADING TO BETTER UNDERSTANDING OF CULTURES, PEOPLE, AND NATIONS | [A]Sing, play, listen and move to American music and music of other cultures | [A]Sing, play, listen and move to American music and music of other cultures | [A]Sing, play, listen and move to American music and music of other cultures |
| | [1]Share ideas and information orally with others (e.g., sing songs from other countries) [ELS 2.3d] | [1]Share ideas and information orally with others (e.g., sing songs from other countries) [ELS 2.3d] | [1]Share ideas and information orally with others (e.g., sing songs from other countries) [ELS 2.3d] |
| | [2]Repeat oral messages verbatim (e.g., learn songs in other languages by rote) [ELS 2.3f] | [2]Repeat oral messages verbatim (e.g., learn songs in other languages by rote) [ELS 2.3f] | [2]Repeat oral messages verbatim (e.g., learn songs in other languages from printed music) [ELS 2.3f] |
| | [1]Recognize communication through body language, gestures, tone, inflection, volume (e.g., game songs and folk dances from American and other cultures) [ELS 3.1g] | [2]Recognize subtleties in communication through body language, gestures, tone, inflection, volume (e.g., game songs and folk dances from American and other cultures) [ELS 3.1g] | [2]Recognize subtleties in communication through body language, gestures, tone, inflection, volume (e.g., game songs and folk dances from American and other cultures) [ELS 3.1g] |

## 1.0 VALUING MUSIC: Students will develop an appreciative sense of music's personal, cultural and societal value (continued).

| *KNOWLEDGE/SKILLS* | *GRADE 3* | *GRADE 5* | *GRADE 6* |
|---|---|---|---|
| **The student will demonstrate the ability to:** | | | |
| | •Identify characteristics of simple objects that remain the same even though some change occurs **(e.g., singing "Frere Jacques" in French, "Brother John" in English)** [ELS 6.1c] | •Explain how things continue to have some of the same characteristics even though a major change occurs **(e.g., singing "Frere Jacques" in unison or as a two- or three-part round)** [ELS 6.1c] | •Explain how things continue to have some of the same characteristics even though a major change occurs **(e.g., singing "Frere Jacques" in a minor mode as opposed to a major mode)** [ELS 6.1c] |

## 2.0 DEVELOPING MUSIC LITERACY: Students will develop music literacy.

| KNOWLEDGE/SKILLS | GRADE 3 | GRADE 5 | GRADE 6 |
|---|---|---|---|
| **The student will demonstrate the ability to:** | | | |
| 2.1 IDENTIFY PITCH, REGISTER, MELODIC INTERVALS, MAJOR AND MINOR MODE, METER AND TEMPO, FORM, TIMBRE, AND STYLE | [A]Identify the interval between pitches as wider or narrower | [A]Aurally identify simple melodic intervals within a song setting | [A]Aurally and visually identify simple melodic intervals |
| | [1]Distinguish among natural and created sounds (e.g., recognize the difference between scale steps and skips) [ELS 4.3a] | [1]Distinguish subtleties among sounds (e.g., recognize increasingly more difficult intervals or the difference between the sound of major and minor scale) [ELS 4.3a] | [1]Distinguish subtleties among sounds (e.g., recognize the difference in sound of a step [do/re], 3rd [do/mi] and 5th [do/sol] or the difference between the sound of a pentatonic and a major scale) [ELS 4.3a] |
| | [B]Aurally identify register as "high," "middle," or "low" | [B]Aurally identify and classify instruments according to register | [B]Aurally identify voices as soprano, alto, tenor or bass |
| | [1]Distinguish among natural and created sounds (e.g., echo-sing melody patterns) [ELS 4.3a] | [1]Distinguish subtleties among sounds (e.g., echo-sing or play melody patterns in the correct register) [ELS 4.3a] | [1]Distinguish subtleties among sounds (e.g., echo-sing or play melody patterns in the correct register) [ELS 4.3a] |
| | | [C]Recognize that there is a difference between major and minor sounds in music. | [C]Identify the use of major or minor in music |
| | | [1]Ask questions designed to clarify, gain assistance or locate information (e.g., "Is this listening example in major or minor?") [ELS 2.3c] | [1]Ask questions designed to clarify, gain assistance or locate information (e.g., "Is this the place where the song changes to minor?") [ELS 2.3c] |

## 2.0 DEVELOPING MUSIC LITERACY: Students will develop music literacy (continued).

| *KNOWLEDGE/SKILLS* | *GRADE 3* | *GRADE 5* | *GRADE 6* |
|---|---|---|---|
| **The student will demonstrate the ability to:** | | | |
| | [D]**Discriminate between duple and triple meter in listening examples** | [D]**Aurally identify duple and triple meter in listening examples** | [D]**Aurally identify and perform duple and triple meter** |
| | [I]Distinguish among natural and created sounds **(e.g., indicate accented beats through a physical response)** [ELS 4.3a] | [I]Distinguish subtleties among sounds **(e.g., correctly identify changing meters in a listening example)** [ELS 4.3a] | [I]Distinguish subtleties among sounds **(e.g., correctly identify changing meters in a listening example)** [ELS 4.3a] |
| | [E]**Aurally identify the tempo of music as "faster" or "slower"** | [E]**Aurally identify and demonstrate the tempo of music as "fast" or "slow," or "getting faster or slower"** | [E]**Aurally identify and demonstrate the tempo of music as "fast" or "slow," or "getting faster or slower"** |
| | [I]Share ideas and information orally with others **(e.g., demonstrate fast and slow, by singing)** [ELS 2.3d] | [I]Share ideas and information orally with others **(e.g., demonstrate fast, slow, getting faster, or getting slower by singing, speaking or playing)** [ELS 2.3d] | [I]Share ideas and information orally with others **(e.g., discuss reasons for a composer's choice of a particular tempo or tempo change)** [ELS 2.3d] |
| | [F]**Aurally identify AB and ABA forms** | [F]**Aurally identify AB, ABA, and rondo forms** | [F]**Aurally identify AB, ABA, rondo and theme-and-variation forms** |
| | | [I]Provide accurate descriptive detail orally **(e.g., describe the form of a listening example during a class discussion)** [ELS 2.3e] | [I]Provide accurate descriptive detail orally **(e.g., describe the form of a listening example during a class discussion)** [ELS 2.3e] |
| | [G]**Aurally identify different vocal and classroom instrument timbres** | [G]**Aurally identify and classify instruments according to families** | [G]**Aurally identify different vocal and instrumental timbres with increasing accuracy** |

## 2.0 DEVELOPING MUSIC LITERACY: Students will develop music literacy (continued).

| KNOWLEDGE/SKILLS | GRADE 3 | GRADE 5 | GRADE 6 |
|---|---|---|---|
| **The student will demonstrate the ability to:** | | | |
| | [1]Distinguish among natural and created sounds (e.g., experience and identify the difference between the sound of metal, wood, and skin) [ELS 4.3a] | [1]Distinguish subtleties among sounds (e.g., identify the "family" classification of an instrument used in a listening example) [ELS 4.3a] | [1]Distinguish subtleties among sounds (e.g., identify the timbre of various instruments within a "family" of instruments) [ELS 4.3a] |
| | [2]Classify words and topics (e.g., by sight and sound basic classroom instruments) [ELS 5.2a] | [2]Classify words and topics (e.g., be able to identify by sight and list some common characteristics of at least three instruments in each instrumental family) [ELS 5.2a] | [2]Classify words and topics (e.g., be able to identify by sight and list some common characteristics of at least four instruments in each instrumental family) [ELS 5.2a] |
| | [H]Aurally identify the style of music as folk or classical | [H]Aurally identify styles of music, such as jazz and rock, gospel, folk, classical, and electronic | [H]Aurally identify styles of music, such as jazz, rock, gospel, folk, Latin American, classical and electronic |
| | [1]Share ideas and information orally with others (e.g., join in class discussion about the style of a listening example) [ELS 2.3d] | [1]Share ideas and information orally with others (e.g., join in class discussion about the style of a listening example) [ELS 2.3d] | [1]Share ideas and information orally with others (e.g., join in class discussion about the style of a listening example) [ELS 2.3d] |
| | | [2]Distinguish subtleties among sounds (e.g., identify indicators of a particular musical style in a listening example) [ELS 4.3a] | [2]Distinguish subtleties among sounds (e.g., identify indicators of a particular musical style in a listening example) [ELS 4.3a] |

## 2.0 DEVELOPING MUSIC LITERACY: Students will develop music literacy (continued).

| KNOWLEDGE/SKILLS | GRADE 3 | GRADE 5 | GRADE 6 |
|---|---|---|---|
| **The student will demonstrate the ability to:** | | | |
| 2.2 READ AND NOTATE MUSIC | [A]Read and perform ♩, ♫, 𝅗𝅥, 𝄽, 𝄻 | [A]Read and perform ♩, ♫, 𝅗𝅥, 𝅝, 𝄻 notes and corresponding rests | [A]Read and perform ♩, ♫, 𝅗𝅥, 𝅝, 𝄻 𝅘𝅥𝅯𝅘𝅥𝅯𝅘𝅥𝅯𝅘𝅥𝅯 notes and corresponding rests |
| | [1]Use context clues in a paragraph to infer correct word(s) (e.g., double-meaning words used in music and in general education, like "note") [ELS 1.1b] | [1]Use context clues in a passage to infer correct word(s) (e.g., double-meaning words used in music and in general education, like "meter" or "bar") [ELS 1.1b] | [1]Use context clues in a passage to infer correct word(s) (e.g., double-meaning words used in music and in general education, like "measure," "meter," "note") [ELS 1.1b] |
| | [2]Locate facts in grade-level materials (e.g., find quarter notes on a chart or in a music book) [ELS 2.1a] | [2]Locate facts in grade-level selections (e.g., find specific note values on a chart or in a music book) [ELS 2.1a] | [2]Locate facts in grade-level selections (e.g., find specific note and rest values in instrumental or choral music) [ELS 2.1a] |
| | [3]Repeat oral messages verbatim (e.g., echo rhythm patterns) [ELS 2.3f] | [3]Repeat oral messages verbatim (e.g., echo rhythm patterns of increasing complexity) [ELS 2.3f] | [3]Repeat oral messages verbatim (e.g., echo rhythm patterns of increasing complexity) [ELS 2.3f] |
| | [4]Follow 2-3 step oral instructions (e.g., "clap and chant the rhythm pattern on the chart, then clap without chanting") [ELS 2.3i] | [4]Follow 3-step oral instructions (e.g., "clap phrase 1, snap phrase 2, and clap phrase 3") [ELS 2.3i] | [4]Follow 3-step oral instructions (e.g., "clap phrase 1, think phrase 2, and pat on phrase 3") [ELS 2.3i] |
| | [5]Relate new information to previous knowledge (e.g., move from stick notation to standard notation) [ELS 3.1a] | [5]Relate new information to previous knowledge (e.g., relate whole and half notes to the basic quarter note beat) [ELS 3.1a] | [5]Relate new information to previous knowledge (e.g., move from quarter note beat to subdivided beat) [ELS 3.1a] |
| | | [6]Organize information using formats such as outlining, clustering and making maps and charts (e.g., design and follow a chart of notes and rests showing related rhythmic values from whole to eighth) [ELS 5.2d] | [6]Organize information using formats such as outlining, clustering and making maps and charts (e.g., design and follow a chart showing different ways to subdivide a quarter note) [ELS 5.2d] |

## 2.0 DEVELOPING MUSIC LITERACY: Students will develop music literacy (continued).

| KNOWLEDGE/SKILLS | GRADE 3 | GRADE 5 | GRADE 6 |
|---|---|---|---|
| **The student will demonstrate the ability to:** | | | |
| | [7]Identify similar and different attributes of two or more geometric figures (e.g., compare the notational characteristics and play ♩, ♫, 𝅗𝅥, 𝄽, & 𝅝 ) [ELS 1.5a] | [7]Identify similar and different attributes of two or more geometric figures (e.g., compare the notational characteristics and play ♩, ♫, 𝅗𝅥, 𝅗𝅥, & 𝅝 and corresponding rests) [ELS 1.5a] | [7]Identify similar and different attributes of two or more geometric figures (e.g., compare the notational characteristics and play ♩, ♫, 𝅗𝅥, 𝅗𝅥, 𝅝 & 𝅘𝅥𝅯𝅘𝅥𝅯𝅘𝅥𝅯𝅘𝅥𝅯 and corresponding rests) [ELS 1.5a] |
| | [8]Read steady beat in duple (2/4, 4/4) and triple (3/4) meter | [8]Read and notate music in duple (2/4, 4/4) and triple (3/4) meter | [8]Read and notate music in duple (2/4, 4/4) and triple (3/4) meter |
| | [1]Locate facts in grade-level materials (e.g., find songs in a music book that use 2/4, 4/4 and 3/4 meter signatures) [ELS 2.1a] | [1]Locate facts in grade-level selections (e.g., find songs in a music book that use 2/4, 4/4, and 3/4 meter signatures) [ELS 2.1a] | [1]Locate facts in grade-level selections (e.g., find songs in a music book that use 2/4, 4/4, 3/4, 6/8 and other meter signatures) [ELS 2.1a] |
| | | [2]Provide accurate descriptive detail orally (e.g., explain the function of the 2 numbers in a meter signature) [ELS 2.3e] | [2]Provide accurate descriptive detail orally (e.g., identify a specific meter signature and explain its function) [ELS 2.3e] |
| | | [3]Relate new information to previous knowledge (e.g., move from aural perception of meter to reading and notating meter) [ELS 3.1a] | [3]Relate new information to previous knowledge (e.g., move from aural perception of meter to reading and notating meter) [ELS 3.1a] |
| | [c]Recognize and read three-note melodic patterns on a full five-line staff | [c]Read simple pentatonic melody patterns on a full five-line staff | [c]Read and notate simple pentatonic or diatonic melody patterns on a full five-line staff |
| | [1]Relate new information to previous knowledge (e.g., beginning to read simple melodies) [ELS 3.1a] | [1]Relate new information to previous knowledge (e.g., move from reading simple to more complex melodies) [ELS 3.1a] | [1]Relate new information to previous knowledge (e.g., move from reading simple to more complex melodies) [ELS 3.1a] |

## 2.0 DEVELOPING MUSIC LITERACY: Students will develop music literacy.

| KNOWLEDGE/SKILLS | GRADE 3 | GRADE 5 | GRADE 6 |
|---|---|---|---|
| **The student will demonstrate the ability to:** | | | |
| | [2]Identify general characteristics of objects which make them similar or different from another (e.g., recognition of repeated pitches or melody patterns) [ELS 6.1a] | [2]Classify things according to specific characteristics (e.g., identify a melody which moves by steps or skips or combination) [ELS 6.1a] | [2]Classify things according to specific characteristics (e.g., identify melodic sequences) [ELS 6.1a] |
| | | [3]Explain how things continue to have some of the same characteristics even though a major change occurs (e.g., identify the same melodic pattern when it occurs in different registers) [ELS 6.1c] | [3]Explain how things continue to have some of the same characteristics even though a major change occurs (e.g., recognize the same melody in a different key) [ELS 6.1c] |
| | [4]Recognize common words at sight (e.g., "repeat, rhythm, scale, melody") [ELS 1.1d] | [4]Recognize common words at sight (e.g., "round, canon, phrase, ostinato") [ELS 1.1d] | [4]Recognize common words at sight (e.g., "sequence, variation") [ELS 1.1d] |
| | [D]Read signs and symbols affecting form in music, such as repeat signs, Fine | [D]Read and write signs and symbols affecting form in music, such as repeat signs, D.C., Fine, D.S., and first and second endings | [D]Read and write signs and symbols affecting form in music, such as repeat signs, D.C., Fine, D.S., first and second endings and Coda |
| | | [1]Relate new information to previous knowledge (e.g., move from aural to visual recognition of a repeated section such as using a first and second ending) [ELS 3.1a] | [1]Relate new information to previous knowledge (e.g., move from aural to visual recognition of a repeated section as in returning to the 𝄋.) [ELS 3.1a] |
| | [E]Read signs and symbols affecting interpretation of tempo and dynamics | [E]Read and write signs and symbols affecting interpretation of tempo and dynamics | [E]Read and write signs and symbols affecting interpretation of tempo and dynamics |
| | [1]Locate facts in grade-level materials (e.g., identify dynamic markings in a musical selection) [ELS 2.1a] | [1]Locate facts in grade-level selections (e.g., identify tempo and dynamics in a musical selection) [ELS 2.1a] | [1]Locate facts in grade-level selections (e.g., identify tempo and dynamics in a musical selection) [ELS 2.1a] |

## 2.0 DEVELOPING MUSIC LITERACY: Students will develop music literacy.

| KNOWLEDGE/SKILLS | GRADE 3 | GRADE 5 | GRADE 6 |
|---|---|---|---|
| **The student will demonstrate the ability to:** | | | |
| 2.3 DEVELOP THE ABILITY TO DESCRIBE MUSIC WITH INCREASINGLY PRECISE MUSICAL TERMINOLOGY | ^Describe music, including such elements as rhythm, melody, tempo, dynamics and timbre | ^Describe music, including such elements as rhythm, melody, tempo, dynamics, timbre and harmony | ^Describe music, including such elements as rhythm, melody, form, tempo, dynamics, timbre, harmony, texture, and style |
| | [1]Share ideas and information orally with others (e.g., describe loud music as "forte") [ELS 2.3d] | [1]Share ideas and information orally with others (e.g., describe gradually louder as "crescendo") [ELS 2.3d] | [1]Share ideas and information orally with others (e.g., describe suddenly loud as "sforzando") [ELS 2.3d] |
| 2.4 DEVELOP AN UNDERSTANDING OF THE EXPRESSIVE QUALITIES OF MUSIC | ^Recognize and understand the expressive qualities of music including mood and message | ^Recognize and understand the expressive qualities of music including mood and message | ^Recognize and understand the expressive qualities of music including mood and message |
| | [1]Interpret communication through body language, gestures, tone, inflection, volume (e.g., identify the appropriate use of loud or soft dynamic levels in a song) [ELS 3.1g] | [1]Recognize subtleties in communication through body language, gestures, tone, inflection, volume (e.g., use various vocal inflections to create changes in the mood of a song) [ELS 3.1g] | [1]Recognize subtleties in communication through body language, gestures, tone, inflection, volume (e.g., interpret conducting gestures which indicate expressive change) [ELS 3.1g] |
| | | [2]Recognize use of mass media techniques (e.g., discuss how music is used to advertise a product) [ELS 4.4a] | [2]Recognize use of mass media techniques (e.g., recognize how music affects emotions in movie and television scores) [ELS 4.4a] |
| 2.5 DEVELOP A CULTURAL AND HISTORICAL PERSPECTIVE OF MUSIC | ^Recognize a variety of music of different cultures, including ethnic music of the United States and other countries | ^Recognize and identify a variety of music of different cultures, including ethnic music of the United States and other countries | ^Recognize and identify an ever-increasing variety of music of different cultures, including ethnic music of the United States and other countries |
| | [1]Locate facts in grade-level materials (e.g., find information about music of different cultures in grade-level music books and audio-visual materials) [ELS 2.1a] | [1]Locate facts in grade-level selections (e.g., find information about music of different cultures in grade-level music books and audio-visual materials) [ELS 2.1a] | [1]Locate facts in grade-level selections (e.g., find information about music of different cultures in grade-level music books and audio-visual materials) [ELS 2.1a] |

## 2.0 DEVELOPING MUSIC LITERACY: Students will develop music literacy.

| KNOWLEDGE/SKILLS | GRADE 3 | GRADE 5 | GRADE 6 |
|---|---|---|---|
| **The student will demonstrate the ability to:** | | | |
| | | [2]Ask questions designed to clarify, gain assistance or locate information (e.g., "Why does this Native American music sound like the music of China?") [ELS 2.3c] | [2]Ask questions designed to clarify, gain assistance or locate information (e.g., "Why do 'Blues' songs sound sad?") [ELS 2.3c] |
| | [3]Share ideas and information orally with others (e.g., participate in class discussions about the music of different cultures) [ELS 2.3d] | [3]Share ideas and information orally with others (e.g., participate in class discussions about the music of students' ancestors) [ELS 2.3d] | [3]Share ideas and information orally with others (e.g., participate in class discussions about the music of students' ancestors) [ELS 2.3d] |
| | | [4]Relate new information to previous knowledge (e.g., explore polyrhythms in African music) [ELS 3.1a] | [4]Relate new information to previous knowledge (e.g., discuss the blending of African and Western scales to create the blues in America) [ELS 3.1a] |
| | [5]Identify common fallacies (e.g., all music is similar to American music) [ELS 6.4a] | [5]Identify common fallacies (e.g., American music is better than music from other countries) [ELS 6.4a] | [5]Identify common fallacies (e.g., art and music history are not related) [ELS 6.4a] |
| | | [6]Determine general purpose of assignment and ask clarification questions if necessary (e.g., "Why are we learning about music of different cultures?") [ELS 7.1a] | [6]Determine general purpose of assignment and ask clarification questions if necessary (e.g., "Why is most old music religious?") [ELS 7.1a] |
| | [8]Recognize and identify music that is "old" and "new" | [8]Experience music of various historic eras | [8]Experience, recognize and identify music of various historic eras |
| | | [1]Locate facts in grade-level selections (e.g., identify the musical instruments of specific historical periods) [ELS 2.1a] | [1]Locate facts in grade-level selections (e.g., trace the development of electronic music) [ELS 2.1a] |
| | | | [2]Recall facts and supporting evidence (e.g., identify compositions as "old" or "new" styles of music) [ELS 2.1b] |

## 2.0 DEVELOPING MUSIC LITERACY: Students will develop music literacy.

| KNOWLEDGE/SKILLS | GRADE 3 | GRADE 5 | GRADE 6 |
|---|---|---|---|
| **The student will demonstrate the ability to:** | | | |
| | [2]Share ideas and information orally with others (e.g., discuss and perform native American songs) [ELS 2.3d] | [2]Share ideas and information orally with others (e.g., discuss and sing American work songs) [ELS 2.3d] | [2]Share ideas and information orally with others (e.g., discuss the origin of the words to the "Star Spangled Banner") [ELS 2.3d] |
| | | [4]Provide accurate descriptive detail orally (e.g., identify and discuss the application of electronic-age musical equipment) [ELS 2.3e] | [4]Provide accurate descriptive detail orally (e.g., identify and discuss the application of electronic-age musical equipment) [ELS 2.3e] |
| | [1]Identify general characteristics of objects which make them similar or different from another (e.g., compare old keyboard instruments to new) [ELS 6.1a] | [5]Classify things according to specific characteristics (e.g., compare popular music of an earlier period with popular music of today) [ELS 6.1a] | [5]Classify things according to specific characteristics (e.g., discuss the differences between orchestral music of the Classic Period with orchestral music of the 20th Century) [ELS 6.1a] |
| | | [6]Determine general purpose of assignment and ask clarification questions if necessary (e.g., of student question, "Can I use electric guitar sounds to accompany this work song?") [ELS 7.1a] | [6]Determine general purpose of assignment and ask clarification questions if necessary (e.g., of student question, "What does the word "rampart" mean in the national anthem?") [ELS 7.1a] |

## 3.0 PERFORMING MUSIC: Students will develop the ability to perform music.

| KNOWLEDGE/SKILLS | GRADE 3 | GRADE 5 | GRADE 6 |
|---|---|---|---|
| **The student will demonstrate the ability to:** | | | |
| 3.1 DEVELOP THE ABILITY TO SING AND/OR PLAY AN INSTRUMENT WITH APPROPRIATE TONE, RHYTHM, TECHNIQUE, AND MAINTAIN AWARENESS OF INTONATION, MUSICAL FEELING AND BALANCE IN THE ENSEMBLE | [A]Sing on pitch within a range of at least a sixth demonstrating a natural, free singing tone, and good posture | [A]Sing on pitch within a range of at least an octave and a third, demonstrating a natural, free singing tone, good posture, and breath control | [A]Sing on pitch within a range of at least an octave and a third, demonstrating a natural, free singing tone, good posture, and breath control with special consideration for boys' changing voice |
| | | [1]Produce correct basic speech sounds (e.g., vowels and consonants in songs) [ELS 1.3a] | [1]Produce correct basic speech sounds (e.g., vowels, consonants, and blending sounds in songs) [ELS 1.3a] |
| | [2]Pronounce words according to acceptable standard English (e.g., sings lyrics clearly and correctly) [ELS 1.3b] | [2]Pronounce words according to acceptable standard English (e.g., modification of vowel sounds for singing, such as long "i" and long "a") [ELS 1.3b] | [2]Pronounce words according to acceptable standard English (e.g., modification of vowel sounds for singing, such as long "i" and long "a," and blends such as "ow/ou") [ELS 1.3b] |
| | [3]Control volume and rate of oral presentation (e.g., sing songs with appropriate tempo and expressive dynamics) [ELS 1.3c] | [3]Control volume and rate of oral presentation (e.g., sing songs with appropriate tempo, expressive dynamics and balance within a group) [ELS 1.3c] | [3]Use pitch, rate, tone, and volume to enhance oral presentations (e.g., perform with correct intonation, tempo, tone quality, balance, and dynamics in music performances) [ELS 1.3c] |
| | [4]Interpret communication through body language, gestures, tone, inflection, volume (e.g., sings a melody pattern from a written example) [ELS 3.1g] | [4]Recognize subtleties in communication through body language, gestures, tone, inflection, volume (e.g., interpret "mood" or meaning of song from conducting gestures) [ELS 3.1g] | [4]Recognize subtleties in communication through body language, gestures, tone, inflection, volume (e.g., interpret "mood" or meaning of music from conducting gestures, and convey them through student's own performance) [ELS 3.1g] |

## 3.0 PERFORMING MUSIC: Students will develop the ability to perform music (continued).

| KNOWLEDGE/SKILLS | GRADE 3 | GRADE 5 | GRADE 6 |
|---|---|---|---|
| **The student will demonstrate the ability to:** | | | |
| | [3]Play a variety of pitched and non-pitched percussion instruments, demonstrating correct technique | [3]Play a variety of pitched and non-pitched percussion instruments, simple wind instruments or keyboard instruments, demonstrating correct technique | [3]Play a variety of pitched and non-pitched percussion instruments, wind, string, electronic or keyboard instruments, demonstrating correct technique |
| | [1]Ask questions designed to clarify, gain assistance or locate information (e.g., "How do I hold these mallets?") [ELS 2.3c] | [1]Ask questions designed to clarify, gain assistance or locate information (e.g., "How can I produce a better sound on this recorder?") [ELS 2.3c] | [1]Ask questions designed to clarify, gain assistance or locate information (e.g., "Where can I find additional information on electronic keyboards?") [ELS 2.3c] |
| | [2]Distinguish among natural and created sounds (e.g., play and identify percussion instruments as "wood" or "metal") [ELS 4.3a] | [2]Distinguish subtleties among sounds (e.g., play percussion instruments in different ways to produce varied sounds) [ELS 4.3a] | [2]Distinguish subtleties among sounds (e.g., experiment with different voice settings on an electronic keyboard) [ELS 4.3a] |
| 3.2 PERFORM A VARIETY OF MUSICAL WORKS ALONE OR IN AN ENSEMBLE, EITHER BY ROTE/MEMORY OR READING NOTATION | [4]Perform a variety of songs and instrumental pieces by rote/memory and from notation | [4]Perform a variety of songs and instrumental pieces by rote/memory and from notation | [4]Perform a variety of songs and instrumental pieces by rote/memory and from notation |
| | [1]Recognize common words at sight (e.g., read song lyrics from textbook or chart) [ELS 1.1d] | [1]Recognize common words at sight (e.g., follow directions in music textbooks and understand song lyrics) [ELS 1.1d] | [1]Recognize common words at sight (e.g., follow directions in music textbooks and instrumental music and interpret song lyrics) [ELS 1.1d] |
| | [2]Ask questions designed to clarify, gain assistance or locate information (e.g., "Why do we slow down at the end of the music?") [ELS 2.3c] | [2]Ask questions designed to clarify, gain assistance or locate information (e.g., "What does D.S. al fine mean?") [ELS 2.3c] | [2]Ask questions designed to clarify, gain assistance or locate information (e.g., "Why is the treble clef called the G clef?") [ELS 2.3c] |
| | | [3]Provide accurate descriptive detail orally (e.g., tell what creates the mood of a particular piece of music) [ELS 2.3e] | [3]Provide accurate descriptive detail orally (e.g., relate the title to the sound of the music) [ELS 2.3e] |

## 3.0 PERFORMING MUSIC: Students will develop the ability to perform music (continued).

| KNOWLEDGE/SKILLS | GRADE 3 | GRADE 5 | GRADE 6 |
|---|---|---|---|
| **The student will demonstrate the ability to:** | | | |
| | [4]Repeat oral messages verbatim (e.g., echo speech, rhythm, and songs, phrase by phrase) [ELS 2.3f] | [4]Repeat oral messages verbatim (e.g., echo speech, rhythm, and songs, phrase by phrase) [ELS 2.3f] | [4]Repeat oral messages verbatim (e.g., echo speech, rhythm, and songs, phrase by phrase) [ELS 2.3f] |
| | [5]Follow 2-3 step oral instructions (e.g., listen, clap, say or sing) [ELS 2.3i] | [5]Follow 3-step oral instructions (e.g., listen, clap, say or sing) [ELS 2.3i] | [5]Follow 3-step oral instructions (e.g., listen, clap, say or sing) [ELS 2.3i] |
| | | | [6]Follow a study plan including: goal setting, time management, appropriate study environment, processing of information (e.g., plan and manage a practice session at home) [ELS 7.3a] |
| | | | [7]Turn in assignments on time (e.g., prepare a piece by a specified time) [ELS 7.3e] |

## 4.0 CREATING MUSIC: Students will develop the ability to create music.

| KNOWLEDGE/SKILLS | GRADE 3 | GRADE 5 | GRADE 6 |
|---|---|---|---|
| **The student will demonstrate the ability to:** | | | |
| **4.1 DEVELOP THE ABILITY TO IMPROVISE AND/OR COMPOSE MUSIC AS A VEHICLE FOR UNDERSTANDING MUSIC** | [A]Improvise a short solo using a limited number of pitches | [A]Create simple improvisations using "question and answer" and ABA form | [A]Create simple improvisations using "question/answer," ABA and rondo form |
| | | [1]Provide accurate descriptive detail orally (e.g., describe an improvised piece) [ELS 2.3e] | [1]Provide accurate descriptive detail orally (e.g., analyze and describe an improvised piece) [ELS 2.3e] |
| | [2]Identify problems that need a solution (e.g., choose instruments and/or rhythmic patterns to accompany a song) [ELS 6.3a] | [2]Use simple questioning strategies to clarify problems (e.g., "How can I make this improvisation better?") [ELS 6.3a] | [2]Use simple questioning strategies to clarify problems (e.g., "Should I change the tempo of the final A section?") [ELS 6.3a] |
| | [3]Identify alternative solutions to a simple problem (e.g., create a second melody using the same three pitches) [ELS 6.3b] | [3]Identify problems, recognize information necessary to solve problems, and supply additional information, if needed (e.g., explore improvisational possibilities within the given structure) [ELS 6.3b] | [3]Identify problems, recognize information necessary to solve problems, and supply additional information, if needed (e.g., analyze how a particular improvised phrase can be improved) [ELS 6.3b] |
| | | [4]Engage in cooperative problem solving and compare alternative solution strategies (e.g., improvise questions and answers in a small ensemble) [ELS 6.3f] | [4]Engage in cooperative problem solving and compare alternative solution strategies (e.g., improvise a rondo form in a small ensemble)[ELS 6.3f] |
| | [5]List general criteria for assessing the worth of a performance or work of art (e.g., discuss the form of an improvised solo) [ELS 6.4e] | [5]Identify personal criteria for assessing the worth of a performance or work of art (e.g., state level of satisfaction with own improvisation)[ELS 6.4e] | [5]Identify personal criteria for assessing the worth of a performance or work of art (e.g., state level of satisfaction with own improvisation and possible suggestions for improvement) [ELS 6.4e] |
| | [6]Determine general purpose of assignment and ask clarification questions if necessary (e.g., "How do I find a high pitch and a low pitch on these bells?") [ELS 7.1a] | [6]Determine general purpose of assignment and ask clarification questions if necessary (e.g., "When "A" is repeated in ABA form does it have to be exactly the same?") [ELS 7.1a] | [6]Determine general purpose of assignment and ask clarification questions if necessary (e.g., "How does a rondo change?....stay the same?") [ELS 7.1a] |

## 4.0 CREATING MUSIC: Students will develop the ability to create music (continued).

| KNOWLEDGE/SKILLS | GRADE 3 | GRADE 5 | GRADE 6 |
|---|---|---|---|
| **The student will demonstrate the ability to:** | | | |
| | [B]Compose a musical background for poetry, literature and/or movement | [B]Compose a musical background for poetry, literature and/or movement | [B]Compose a musical background for poetry, literature and/or movement |
| | [1]Distinguish among natural and created sounds (e.g., create an accompaniment with pitched instruments) [ELS 4.3a] | [1]Distinguish subtleties among sounds (e.g., select appropriate percussion instruments as an accompaniment to a poem) [ELS 4.3a] | [1]Distinguish subtleties among sounds (e.g., select appropriate musical sound sources as accompaniments to a story) [ELS 4.3a] |
| | [2]Recognize sounds with messages (e.g., choose accompaniment sound source to illustrate a "scarey" story) [ELS 4.3b] | [2]Recognize sounds with messages (e.g., compose a theme for each character in a fable) [ELS 4.3b] | [2]Recognize sounds with messages (e.g., choose accompaniment sound sources that best convey the intended mood or message) [ELS 4.3b] |
| 4.2 MANIPULATE THE ELEMENTS OF MUSIC — RHYTHM, MELODY, HARMONY, FORM, TIMBRE, TEMPO, AND DYNAMICS — FOR EXPRESSIVE PURPOSES | [A]Experiment with the elements of music through a variety of creative activities, including movement, singing, and playing instruments | [A]Experiment with the elements of music through a variety of creative activities, including movement, singing, and playing instruments | [A]Experiment with the elements of music through a variety of creative activities, including movement, singing, and playing instruments and evaluate the outcomes |
| | [1]Control volume and rate of oral presentation (e.g., explore possibilities of tempo and dynamic changes in choral speaking and singing) [ELS 1.3c] | [1]Control volume and rate of oral presentation (e.g., explore changes in tempo and dynamics in choral speaking, singing, or playing instruments) [ELS 1.3c] | [1]Control volume and rate of oral presentation (e.g., explore changes in tempo, dynamics and timbre in choral speaking, singing, or playing instruments) [ELS 1.3c] |
| | [2]Sequence ideas and events (e.g., use body percussion in a planned series to create a pattern) [ELS 5.2d] | [2]Organize information using formats such as outlining, clustering and making maps and charts (e.g., design a chart that illustrates the plan of an improvisation or composition) [ELS 5.2d] | [2]Organize information using formats such as outlining, clustering and making maps and charts (e.g., design a chart that illustrates the plan of an improvisation or composition) [ELS 5.2d] |

## 5.0 STUDYING ESSENTIAL LEARNING SKILLS (ELS): Students will learn selected ELSs through music.

| KNOWLEDGE/SKILLS | GRADE 3 | GRADE 5 | GRADE 6 |
|---|---|---|---|
| **The student will demonstrate the ability to:** | | | |
| 5.1 RECOGNIZE WORDS COMMONLY USED IN GRADE-LEVEL MATERIALS, INCLUDING SUBJECT AREAS (ELS 1.1) | ELS 1.1b, see MusG 2.2A page 18 | * | * |
| | ELS 1.1d, see MusG 2.2B page 19, and 3.2A page 26 | * | * |
| 5.2 SPEAK WITH STANDARD PRONUNCIATION, APPROPRIATE VOLUME, RATE, GESTURES AND INFLECTIONS (ELS 1.3) | | ELS 1.3a, see MusG 1.2B page 10, and 3.1A page 25 | * |
| | ELS 1.3b, see MusG 3.1A page 25 | * | * |
| | ELS 1.3c, see MusG 3.1A page 25, and 4.2A page 30 | * | * |
| 5.3 RECOGNIZE AND USE GEOMETRIC PATTERNS, RELATIONSHIPS AND PRINCIPLES TO DESCRIBE AND CLASSIFY (ELS 1.5) | ELS 1.5a, see MusG 2.2A page 18 | * | * |
| 5.4 IDENTIFY MAIN IDEAS, SUPPORTING DETAILS, AND FACTS AND OPINIONS PRESENTED IN WRITTEN, ORAL AND VISUAL FORMATS (ELS 2.1) | | ELS 1.2a, see MusG 1.3A page 11 | * |
| | ELS 2.1a, see MusG 2.2A page 18, 2.2B page 19, 2.2E page 20, and 2.5A page 21 | * | * |
| | | ELS 2.1a, see MusG 2.5B page 22 | * |
| | | | ELS 2.1b, see MusG 2.5B page 22 |
| | | ELS 2.1a, see MusG 1.3A page 11 | * |

*Same as the adjoining column on the left.

## 5.0 STUDYING ESSENTIAL LEARNING SKILLS (ELS): Students will learn selected ELSs through music (continued).

| *KNOWLEDGE/SKILLS* | *GRADE 3* | *GRADE 5* | *GRADE 6* |
|---|---|---|---|
| **The student will demonstrate the ability to:** | | | |
| | ELS 2.1a, see MusG 2.2A page 18, 2.2B page 19, 2.2E page 20, and 2.5A page 21 | * | * |
| | | ELS 2.1a, see MusG 2.5B page 22 | * |
| | | | ELS 2.1b, see MusG 2.5B page 22 |
| 5.5 USE ORAL COMMUNICATION TO GIVE OR RECEIVE INFORMATION AND DIRECTIONS (ELS 2.3) | | ELS 2.3c, see MusG 2.1C page 15, and 2.5A page 21 | * |
| | ELS 2.3c, see MusG 3.1B page 26, and 3.2A page 26 | * | * |
| | ELS 2.3d, see MusG 1.2A page 10, 1.4A page 12, 2.1E page 16, 2.1H page 17, 2.3A page 21, and 2.5A page 21 | * | * |
| | | ELS 2.3d, see MusG 2.5B page 22 | * |
| | ELS 2.3e, see MusG 1.2A page 10 | * | * |
| | | ELS 2.3e, see MusG 2.1F page 16, and 2.2B page 19 | * |
| | ELS 2.3e, see MusG 2.5B page 22 | * | * |
| | | ELS 2.3e, see MusG 3.2A page 26, and 4.1A page 29 | * |

*Same as the adjoining column on the left.

## 5.0 STUDYING ESSENTIAL LEARNING SKILLS (ELS): Students will learn selected ELSs through music (continued).

| KNOWLEDGE/SKILLS | GRADE 3 | GRADE 5 | GRADE 6 |
|---|---|---|---|
| **The student will demonstrate the ability to:** | | | |
| | ELS 2.3f, see MusG 1.4A page 12, 2.1B page 15, 2.2A page 18, and 3.2A page 26 | * | * |
| | ELS 2.3i, see MusG 2.2A page 18, and 3.2A page 26 | * | * |
| 5.6 COMPREHEND IMPLIED MEANINGS OF WRITTEN, ORAL AND VISUAL COMMUNICATIONS (ELS 3.1) | | ELS 3.1a, see MusG 1.3A page 11 | * |
| | ELS 3.1a, see MusG 2.2A page 18 | * | * |
| | | ELS 3.1a, see MusG 2.2B page 19, 2.2C page 19, 2.2D page 20, and 2.5A page 21 | * |
| | ELS 3.1g, see MusG 1.4A page 12, 2.4A page 21, and 3.1A page 25 | * | * |
| 5.7 DISTINGUISH AND INTERPRET SOUNDS OF NATURE, LANGUAGE, MUSIC AND ENVIRONMENT (ELS 4.3) | ELS 4.3a, see MusG 1.1B page 9, 2.1A page 15, 2.1D page 16, and 2.1G page 16 | * | * |
| | | ELS 4.3a, see MusG 2.1H page 17 | * |

*Same as the adjoining column on the left.

## 5.0 STUDYING ESSENTIAL LEARNING SKILLS (ELS): Students will learn selected ELSs through music (continued).

| KNOWLEDGE/SKILLS | GRADE 3 | GRADE 5 | GRADE 6 |
|---|---|---|---|
| **The student will demonstrate the ability to:** | | | |
| | ELS 4.3a, see MusG 3.1B page 26, 4.1B page 30, and 4.2A page 30 | • | • |
| | ELS 4.3b, see MusG 1.1B page 9, and 4.1B page 30 | • | • |
| 5.8 LISTEN, READ, VIEW AND EVALUATE PRESENTATIONS OF MASS MEDIA (ELS 4.4) | ELS 4.4a, see MusG 1.1B page 9, and 1.3B page 11 | | |
| | ELS 4.4a, see MusG 2.4A page 21 | • | |
| 5.9 ORGANIZE IDEAS IN UNDERSTANDABLE FORMAT (PREWRITING AND PLANNING) (ELS 5.2) | | ELS 5.2a, see MusG 2.1G page 16, and 2.2A page 18 | • |
| 5.10 SELECT AND USE LANGUAGE, GESTURES AND SYMBOLS APPROPRIATE TO AUDIENCE, PURPOSE, TOPIC AND SETTING WHEN MAKING ORAL PRESENTATIONS (PLANNING AND DRAFTING) (ELS 5.5) | ELS 5.5g, see MusG 1.2B page 10 | • | • |

*Same as the adjoining column on the left.

## 5.0 STUDYING ESSENTIAL LEARNING SKILLS (ELS): Students will learn selected ELSs through music (continued).

| KNOWLEDGE/SKILLS | GRADE 3 | GRADE 5 | GRADE 6 |
|---|---|---|---|
| **The student will demonstrate the ability to:** | | | |
| 5.11 RECOGNIZE, CONSTRUCT AND DRAW INFERENCES CONCERNING RELATIONSHIPS AMONG THINGS AND IDEAS (ELS 6.1) | ELS 6.1a, see MusG 1.3C page 12, 2.2C page 19, and 2.5B page 22 | • | • |
| | ELS 6.1c, see MusG 1.4A page 12 | • | • |
| | | ELS 6.1c, see MusG 2.2C page 19 | • |
| 5.12 IDENTIFY PROBLEMS AND APPROACH THEIR SOLUTION IN AN ORGANIZED MANNER (ELS 6.3) | ELS 6.3a, see MusG 4.1A page 29 | • | • |
| | | ELS 6.3b, see MusG 4.1A page 29 | • |
| | ELS 6.3f, see MusG 1.2B page 10 | • | • |
| | | ELS 6.3f, see MusG 4.1A page 29 | • |
| 5.13 MAKE REASONED EVALUATIONS (ELS 6.4) | ELS 6.4a, see MusG 1.1A page 9, and 2.5A page 21 | • | • |
| | ELS 6.4e, see MusG 1.1A page 9, and 4.1A page 29 | • | • |
| 5.14 CLARIFY PURPOSES OF ASSIGNMENT (ELS 7.1) | | ELS 7.1a, see MusG 2.5A page 21, and 2.5B page 22 | • |
| | ELS 7.1a, see MusG 4.1A page 29 | • | • |

*Same as the adjoining column on the left.

## 5.0 STUDYING ESSENTIAL LEARNING SKILLS (ELS): Students will learn selected ELSs through music (continued).

| *KNOWLEDGE/SKILLS* | *GRADE 3* | *GRADE 5* | *GRADE 6* |
|---|---|---|---|
| **The student will demonstrate the ability to:** | | | |
| 5.15 SELECT AND USE APPROPRIATE STUDY TECHNIQUES (ELS 7.3) | | ELS 7.3a, see MusG 1.2B page 10 | * |
| | | | ELS 7.3a, see MusG 3.2A page 26 |
| | | | ELS 7.3e, see MusG 3.2A page 26 |

*Same as the adjoining column on the left.

## Music Education
## Common Curriculum Goals

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_____ Completely
_____ More than half
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Does this publication fulfill its purpose as stated in the preface or introduction?

_____ Completely
_____ Partly
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_____ Often
_____ Sometimes
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Which section is most valuable? _____
_____

What type of work do you do?

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Would you recommend this publication to a colleague?

_____ Yes, without reservations
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Did you find the contents to be stated clearly and accurately?

_____ Always yes
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When this publication is revised, what changes would you like to see made? _____
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